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ABSTRACT

Intended for parents of mentally retarded children, the booklet describes the organization of a parent support program in Canada. Sections outline seven steps involved in the development of a Pilot Parents Program: (1) one or two parents in a local association for the mentally retarded chapter decide to start Pilot Parents; (2) a Pilot Parents organizing committee is set up; (3) Potential Pilot Parents are recruited from the association membership; (4) a short but intensive training program is held for Pilot Parents; (5) Pilot Parents is publicized in the community via a brochure, the local newspaper, radio, television; (6) Pilot Parents are matched with new parents; and (7) the matches are followed up and supported by the committee. Included are reading suggestions for parents, a list of suggested films and videotapes, and basic information (including an article titled "Your Child is Mentally Retarded--What Do You Do When You Find Out?" by N. Middaugh). (SBH)

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Pilot Parents: An Organizer's Handbook

published by:
Association Resources Division
Canadian Association for
the Mentally Retarded

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PILOT PARENTS

1.

Program Guidelines

prepared by the Association Resources Division,
Canadian Association for the Mentally Retarded

Introduction:

PILOT PARENTS...a vital service for new parents of mentally handicapped children.

You've just been told that your child is mentally retarded. Surely this must be the worst thing that could happen to anyone! Almost any physical handicap would be better than this! Why did this happen to you? All your friends have normal kids...what did you do to deserve this? WHY? WHY? WHY?

Some people avoid you altogether as if you had some dread disease. Others wear sorrowful expressions and speak in hushed tones as if someone had died. Still others offer advice; they tell you that it would be best for you to put the child in an institution, that if you get "too attached" to the child it will be harder for you to make the necessary break later, that you should forget this child and have another one right away to replace this one, that you won't be able to cope with the burden of raising the child, that the rest of your family and your marriage will suffer. You are overwhelmed by the enormity of the problem. It just doesn't seem fair! What should you do?

If, in the face of such odds, you have enough strength to emerge from your self-pity for a moment, you may come to the realization that so far everyone seems very worried about you, but no one seems to have considered the well-being of the child. After all, in spite of everything it is your child and you want to do what's best for him or her. But what is best and where do you go to find it? There must be an agency in your area which helps families in your situation, but you don't know what to look under in the phone book. You feel lonely and bewildered.

In the spring of 1974, a group of parents in Toronto talked about their feelings in the days, weeks and months following the diagnosis of mental retardation. They came to the conclusion that what

they had needed more than anything else at that time was to talk to someone who had been through it. They had needed not only emotional support but also factual information on services available to them. Thus PILOT PARENTS was born.

WHY? WHY? WHY? Why is there still such a stigma attached to mental retardation that parents are being advised to hide their child as if they had something to be ashamed of? Why are parents expected to suppress their natural inclination to love their child just because he or she is mentally handicapped? Why are the child's rights so seldom considered? Why is it assumed that the retarded child will be a "burden" to the family? Why are parents urged to relinquish custody of their mentally handicapped child whereas the advice is rarely given in the case of a physically handicapped child?

These questions have plagued me more and more since I have been involved with PILOT PARENTS, and have spoken to many new parents. This is how PILOT PARENTS are attempting to answer some of the questions faced by new parents:

"Yes, your child is a human being with the same physical and emotional needs as any other child".

"No, your child will not be exactly like mine or exactly like anyone else's; he will have his own strengths and weaknesses, his own unique personality".

"Yes, he can do things; how much he can do will depend on the degree of his retardation".

"Yes, there are joys and hopes in raising this child, just as there are with any child; there are also frustrations and disappointments, just as there are with any child".

"Yes, you should keep your expectations high; if you expect nothing, you get nothing".

"No, there's no reason why your marriage or your other children should suffer because of your mentally handicapped child; if anything, they should become stronger".

"Yes, there are lots of services in your community to help you and your child; get in touch with your local Association for the Mentally Retarded".

"No, you are not alone; as PILOT PARENTS we understand what you're going through because we've been through it ourselves, and for this reason we are making ourselves available to you whenever you need us".

There are now similar parent-to-parent programs operating in other parts of Canada. PILOT PARENTS really works; there are many grateful new parents who can testify to that. Perhaps the reason that it works so well is that it focuses on people first and handicaps second.

Zelda Gorlick
Co-ordinator
Metro-Toronto PILOT PARENTS
Reprinted from Modern
Medicine of Canada
September, 1976.

PILOT PARENTS: A New Name for a Proven Program

Some groups call their parent support program PARENT-TO-PARENT, PARALLEL PARENTS, and many other names instead of PILOT PARENTS. Whichever name is used for the program, the idea itself is not new. This kind of sharing has brought parents of retarded children together for decades.

The reason that local parent groups started over twenty years ago and flourished was to help their retarded children. However, by banding together to tackle common problems, parents also provided practical and emotional support to each other. Since the early years, parent groups have become involved in setting up services for retarded persons, raising money and demanding better community services from government. All of these activities are necessary and in the best interests of retarded persons. However, as local associations for the mentally retarded have become more involved in operating services, concern for new parents has sometimes been neglected.

By re-focusing attention on the needs of the new family with a retarded child, PILOT PARENTS is renewing the strength of the parent movement. Not only does the program offer immediate help to new families, but it has other longer term benefits also. First, each new family reached by the program is a potential new member of the association. Secondly, by publicizing the program with hospitals, schools, and other services which may refer new parents, PILOT PARENTS educates professional groups and the wider community about mental retardation. Thirdly, through the training program and being matched with new parents, Pilot Parents themselves become aware of the needs of new families, especially for early childhood and family support services. As a result, they may become more involved in the efforts of their association to secure better services in the community for all mentally retarded persons.

The following pages are a set of guidelines for parents or association members who may wish to start PILOT PARENTS in their communities. These guidelines

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are based on the experience of existing programs. There are differences among programs and it is too early to say which approach is the most successful. Therefore, this handbook is intended only as a guide on PILOT PARENTS and not as a formula for organization which should be followed rigidly.

Seven Steps to PILOT PARENTS:

Experience shows that the following steps work well in the organization of a PILOT PARENTS PROGRAM:

- I One or two parents in the association decide to start PILOT PARENTS.
- II A PILOT PARENTS organizing committee (which could be a subcommittee of the association's board) is set up.
- III Potential Pilot Parents are recruited from the association membership.
- IV A short but intensive training program is held for Pilot Parents.
- V PILOT PARENTS is publicized in the community via a brochure, the local newspaper, radio, television, etc.
- VI Pilot Parents are matched with new parents.
- VII The matches are followed up and supported by the committee.

Each of the above steps are expanded on the following pages.

I Parent Leadership

PILOT PARENTS Programs succeed when experienced parents take the lead. Only experienced parents can understand fully the feelings and concerns which new parents have. When one or two parents become committed to the idea that their experience can be put to good use to help new parents of handicapped children, the first, most important step in the organization of a PILOT PARENTS Program has been taken.

Basically, PILOT PARENTS is a natural, simple concept. An elaborate administrative structure is not necessary. It can be run entirely by a few parent volunteers in most communities. The only essential element is several active parent leaders.

II The PILOT PARENTS Committee:

When several parents are committed to the concept of PILOT PARENTS, they should try to get support from their local association for the mentally retarded. Endorsement by an established association helps to gain acceptance for the program in the community. In some places, the association creates a PILOT PARENTS Committee of the Board, which, of course, means direct and strong association support for the program.

1. Establishing the Need

Even before a PILOT PARENTS Committee is set up the several parents who have taken the lead may wish to explore interest in PILOT PARENTS among other parents. Arranging a small informal meeting of five to ten parents of retarded children, preferably at someone's home, is a good way to start. At this time, information about PILOT PARENTS obtained from existing programs can be shared and the need for such a program discussed. One good way to stimulate discussion is to have the parents talk about their own experiences and feelings when they first learned of their child's handicap. Or, the group may wish to view the videotape entitled: Cry Sorrow, Cry Hope.

The need for PILOT PARENTS to serve families with older retarded members may also be discussed. Some families have difficulties with their retarded children who have been at home for years and never have adjusted properly. Also, as mentally handicapped adults return to their home communities from institutions, their parents are often uncertain how to react or what to expect. PILOT PARENTS may be helpful in these situations as well.

2. Taking Responsibility

Once people develop an interest and see the need for PILOT PARENTS they are usually willing to assume some responsibility. If a PILOT PARENTS Committee is formed, there are a number of things that different people may do to organize the program. For example, someone may want to recruit Pilot Parents; another person may want to develop a training program for the Pilot Parents; someone else may prefer the job of publicity; another may volunteer to take calls from new parents.

If there are enough willing volunteers, all of these jobs could be divided up among individuals. "The more, the merrier", as the saying goes. However, this work is not so time consuming that one or two parent volunteers could not handle all of it. The "how tos" of these kinds of tasks will be explained in the following pages.

3. Minimal Cost

The organization and running of PILOT PARENTS are not expensive. Basic costs may include printing a simple brochure, purchasing reading material, postage, and coffee and refreshments at meetings. These costs may be picked up by the PILOT PARENTS Committee itself or by the local association. In large metropolitan areas it is possible that the program could develop to the point that a staff person is necessary. A salary, office rental, telephone and other costs then must be considered. If the local association could not cover these costs, the PILOT PARENTS Committee may have to get into fund-raising. Relax! Presently, no PILOT PARENTS Program in Canada (not even in large urban centres) has had to hire staff or to do special fund-raising to cover the costs of the program.

III The Recruitment Process

The first question which the PILOT PARENTS Committee should ask is: "Approximately how many PILOT PARENTS do we need in this community"? The parents Committee organizing the program may decide that their community is small enough that they themselves could handle all requests. Larger population centres would need many more PILOT PARENT volunteers.

The second question which a committee should ask is: "How do we go about recruiting other experienced parents?"

1. Launching a Successful Process

In order to develop a successful recruitment campaign, the following steps should be taken (in order of priority):

- a) Make a list of the names of other parents of retarded children whom the Committee knows.
- b) Ask parents individually to volunteer to the program or contact and invite them to a special meeting on PILOT PARENTS. Both fathers and mothers should be encouraged to attend this meeting.

A good approach at a recruitment meeting is to briefly describe the purpose of a PILOT PARENTS Program and how it works. Then allow questions and casual conversation around the subject. Or, a guest from a PILOT PARENTS Program elsewhere may be invited to speak or just to answer questions about the program. Near the end of the meeting, volunteers should be requested and their names, addresses, and phone numbers taken.

- c) Recruit Pilot Parents via the association newsletter or at a general membership meeting. This method is less likely to attract volunteers. The best approach is the personal contact made by a member of the Committee who:
 - (i) knows, or has had previous contact with the couple being invited.
 - (ii) is committed to the Pilot Parent idea
 - (iii) shows interest for continued involvement with the program. (Many parents like the security provided by having someone "whom they know" around.)

2. The Selection of Potential Pilot Parents

A Pilot Parent does not need to be the "Ideal Parent". If so, there would be a precious few to meet a large need. Pilot Parents need to have a desire to help others, but should accept the fact that they may not have all the answers for new parents. A general understanding about mental retardation and some knowledge of available services is helpful but much of this can be learned through a training program as will be explained later. A strong identification with the PILOT PARENTS group or the association is another asset.

In multi-ethnic areas it is important to recruit Pilot Parents from different ethnic backgrounds. For example, Mr. and Mrs. Jones may have all the understanding and empathy in the world, but if they cannot speak Italian, they will be of little help to Mr. and Mrs. Rosaletti and their retarded child. Understanding various cultural backgrounds and attitudes towards birth, children and family life is also important.

An obvious question is: "Who should not be a Pilot Parent?" The only answer is another question: "Who is to say?" Certainly, it seems that experienced parents who have adjusted poorly to their own family situation, or who are overly emotional, or just the opposite, are embarrassed by any show of emotion, would not make the best Pilot Parents. Then again, if PILOT PARENTS is explained carefully, it is not likely that parents with these characteristics would volunteer. Existing programs have not had the problem of discouraging volunteers because they would not likely make "suitable" Pilot Parents. Still, it is possible that the difficulty could arise. Should it, perhaps the parents in question can be encouraged to get involved in some of the organizational work of the program (e.g. publicity, arranging meetings, etc.) rather than as actual Pilot Parents. If this is not possible, it is better to tell them outright why they have not been matched, difficult as this may be, rather than risk a match which will be of little help to new parents.

No hard and fast qualifications for Pilot Parents can be set. Basically good Pilot Parents are experienced parents who have adjusted well to their own family situation, are compassionate, understanding people, are good listeners, and are enthusiastic about the

possibility to help other parents. Further preparation for the job they will be doing can be provided through a training program.

In the words of one organizer of a PILOT PARENTS PROGRAM, "In the final analysis, the one really important criterion is, 'How do these parents feel about their own child?' When a parent cries, 'How can they do this to my child?' rather than 'How can they do this to us?', ten chances to one, that parent will make a good Pilot Parent."

IV Organizing a Training Series

PILOT PARENTS Programs in larger cities have found an organized training program for Pilot Parent volunteers very helpful. Smaller programs built around a group of four or five couples may not need to set up formal training. Smaller groups are able to meet more regularly, update themselves by working together (on community resource information lists for example) or sharing their experiences informally.

1. Purposes for a training program:
 - a) explain fully to Pilot Parents what is expected of them;
 - b) update Pilot Parents on current thinking and trends in Mental Retardation;
 - c) give Pilot Parents a knowledge of available local and provincial services;
 - d) prepare Pilot Parents as much as possible with answers to questions new parents are likely to ask; and
 - e) assist Pilot Parents with ways of approaching new parents.
2. Suggested sequence consisting of three to six training sessions over several weeks or months:
 - a) An overview of PILOT PARENTS, preferably by a person from an existing program.

- b) A discussion of changing attitudes towards mentally retarded persons; the trend to develop and provide a more normal environment for handicapped people; how to give new parents a more positive and hopeful outlook on this crisis of their lives.
- c) A review of special community services available for retarded persons and of regular community services (such as Day Care Programs) which can be used. Lists of such resources should be developed. Lists of doctors and dentists (names, addresses and telephone numbers) who have been helpful to families with retarded children should also be prepared.
- d) Role playing. One existing group does a "dry run" where one couple takes the role of Pilot Parents and another of new parents. The entire group observes how the Pilot Parents respond to the questions of the new parents and thus learn how to handle different situations.

This kind of training session may be run periodically as more uninitiated Pilot Parents join the program.

All sessions should be evaluated by the participants so that the training can be improved for the next time.

Persons organizing training sessions will find many training resources at their disposal. Guest speakers can highlight training. Films, videotapes, books and pamphlets can be good training aids. People appreciate variety in training methods. Encourage participation, discussions and questions and not just attentive listening.

If the group is not too large, training meetings may even be held in a member's home. Different members may volunteer each time to provide refreshments for the session. Attention to such details creates a more comfortable and relaxing atmosphere and encourages greater participation.

V Publicizing PILOT PARENTS

It is not easy to identify families who need a Pilot Parent. Usually new families look to professional people for advice when their child's handicap has been discovered. In the case of a child who is identified as mentally handicapped at birth or at an early age, the family physician, the hospital or clinic staff, or the public health nurse may be the first to inform the parents and advise them. The local association for the mentally retarded, social service agencies (such as Children's Aid), schools and clergy may also be approached for help by parents. All of these groups can refer new parents to the PILOT PARENTS Program. They need to have basic information on the program in the form of written letters and pamphlets.

A simple brochure or pamphlet is an inexpensive and necessary part of the program. It should briefly describe the purposes and objectives of PILOT PARENTS and list clearly the names and telephone numbers of contact people.

One of the first reactions of many parents is not to accept that their child is retarded, even if told by a professional. Looking for help to experienced parents of retarded children is an admission that their child has mental retardation. Such acceptance will eventually come, but it can be made easier for new parents if their first information about PILOT PARENTS is a message of understanding and the warm offer of someone to talk to. This is the kind of message which the program's pamphlet should convey.

The brochure can be distributed easily through regular community information centres (e.g. libraries, bulletin boards at the local supermarket, community social and recreation centres, government service buildings, etc.). However, a brochure alone is not enough to reach important groups such as doctors, nurses, public health officials, medical clinic staff, and social service agencies. These groups are constantly flooded with literature. It may be necessary to make special direct approaches to these groups with information about PILOT PARENTS. If this approach is made or supported by a professional person or known staff person in the hospital or agency, greater cooperation may result.

Information about PILOT PARENTS may also be provided to the wider community by using the news media (local TV, radio and newspapers). Public service announcements, interviews and public interest stories in the local media are good publicity.

Community-wide publicity often brings in invitations from service clubs and other groups for speaking engagements. Several people in the program should be prepared to meet these requests.

Publicity is a very important part of a PILOT PARENTS Program. Good regular publicity serves to get new parents referred to the program and also educates professional groups, agencies and the community in general about the needs of mentally handicapped people and their families.

The Parent-to-Parent program of the Saskatoon Association for the Mentally Retarded has produced a 24 page illustrated booklet called "My Special Child" which briefly tells the stories of six families in Saskatoon who have mentally handicapped children. The booklet also includes a detailed directory of available services.

VI Matching Pilot Parents with New Parents

An easy, efficient method of handling requests for Pilot Parents is needed. Again, this can be done entirely by parent volunteers. Before any publicity about the program is done, one or two parents will have to be designated as contact people to take requests in their homes. Their names and telephone numbers should be on the brochure. When a request for a Pilot Parent comes in, this person will take all the relevant information about the new family, and then make sure suitable Pilot Parents are found.

For the purpose of keeping accurate records, index cards for all Pilot and new parents are recommended (see the following sample cards).

The most important thing about matching parents is that it not take too much time. Pilot Parents should be making a first contact with new parents within twenty-four hours of the time when the request was made.

Better relationships will likely result if the people matched have somewhat similar family circumstances

Pilot Parent Information Card

Name: _____

Address: _____

Telephone: _____

Name of Handicapped person: _____

Male/Female _____ Date of Birth _____

Details: _____

Assigned to: (names of new parents) _____

Date of Assignment: _____

New Piloted Parent Information Card

Name: _____

Address: _____

Telephone: _____

Name of Handicapped person: _____

Male/Female _____ Date of Birth _____

Details: _____

Referred by: _____

Matched with: _____

Date of Match: _____

(e.g. about the same age, same ethnic groups, other children, live in same area). Existing programs also try to match families who have children with similar types of retardation (e.g. Down's Syndrome), although this is not always necessary or possible.

It is not necessary to always match couples, although it helps. While some fathers welcome the opportunity to talk to other parents, some are often a little hesitant and embarrassed. It is often enough just for the mothers to meet informally and talk. Several PILOT PARENTS Programs have matched Pilot Parent mothers with single mothers who have given birth to mentally retarded children.

Sometimes new parents may prefer to just talk over the telephone with Pilot Parents. Usually, a telephone call from the Pilot Parent is followed up with a family visit. The opportunity to see the active, and healthy retarded child of the Pilot Parents gives the new parents renewed hope and confidence in the future of their own child. Talk is great, but seeing is believing!

VII Following Up and Supporting Matches

Some parents need only a few visits from Pilot Parents; others may need a longer more continuous relationship. In any case, the PILOT PARENTS Committee should make sure to follow up all matches. A telephone call every few weeks to both Pilot and Piloted Parents to see that all is going well is advisable.

It is good to have regular meetings of Pilot Parents even after the training session is ended and matching has begun. Monthly meetings provide an opportunity for Pilot Parents to share and compare their experiences with new families. Recounting dramatic success stories on these occasions, such as how a Pilot Parent couple convinced new parents to reconsider a residential placement for their retarded child, are encouraging to the group and reinforce others who may have had discouraging initial experiences.

Regular meetings also allow further parent education via guest speakers, discussion, films, etc. It is wise, though, to keep the meetings informal so that people feel comfortable. Always serve refreshments and allow free time for people to chat casually before they go home.

Both husband and wife should be encouraged to attend the PILOT PARENTS meetings. Having a handicapped child or any children is often an excuse for parents (especially fathers) not to attend. Perhaps several Pilot Parent couples could alternate each meeting as "babysitters" for the rest of the group's children. Older brothers and sisters or the local youth group may also be willing to do this.

Planning a special social event every once in a while for Pilot and Piloted Parents and their families is a good idea and has been very successful with existing programs. Pot-luck dinners, picnics, family ski outings, and dances are several activities which have worked well. The Family Support Program of the Gateway AMR in Edmonton, Alberta even arranged a children's fashion show in a local shopping mall. Retarded children and their non-handicapped brothers and sisters modelled clothes of the local merchants for Saturday afternoon shoppers.

This kind of group activity creates good feelings for everyone involved and provides added support to new parents and their families. Besides, it is a lot of fun!

Conclusion

Somewhere today, perhaps at this very moment, a couple has learned that their child is mentally handicapped. What is their first reaction?...Guilt?... Fear?...Anger?...Self-pity?

What do they ask? "How will we manage?" "Should we keep the child at home?" "Who can help us?"

In the same community where this young couple lives, there is another couple with a retarded child who have lived through a similar experience. They had the same doubts and feelings and asked the same questions when they first learned of their child's handicap. However, they managed to get through this initial period of uncertainty and emotional upheaval. Over the years, they have accumulated a wealth of experience. They have not found all the answers to their questions, but they have learned much about mental retardation and about how to help their child. In addition, they have a real appreciation of the kind of emotional support and understanding which new parents of handicapped children need. As experienced parents, they have something to offer to new parents.

PILOT PARENTS is a program which brings together the families described above in a more systematic way than may be occurring presently. There is no great expense involved, and not even an awful lot of organizational effort. The only basic ingredient for success is the commitment of a small group of experienced parents to help other parents who are in need and don't know where to turn.

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Part I: The books and Pamphlets in this section are available from the National Institute on Mental Retardation

Blanton, E. A helpful guide in the training of a mentally retarded child. New York: National Association for Retarded Citizens, 1968. 32 p. 50¢.

Suggestions for setting up a home training program.

Boyd, D. The three stages. New York: National Association for Retarded Children. 5 p. 35¢.

A pamphlet designed to help parents understand their feelings and to channel their efforts into helping their own and other retarded children achieve a satisfying life.

Clarke, A.D.B. and A.M. Clarke. Recent advances in the study of subnormality. London: National Association for Mental Health, 1975. 87 p. \$2.00.

The professionally-oriented handbook provides an overview of current research into biological, social and educational aspects of services for mentally retarded people.

Collings, E. Helping your handicapped child. Syracuse: New Readers Press, 1971. 15 p. 35¢.

An illustrated pamphlet written in simple language for parents of children with physical handicaps.

Cormack, B.V. George. Downsview: CAMR, 1978. 67 p. \$2.00.

A biography of George Cormack, who has lived for 33 years with a handicap called mental retardation. Barbara Cormack shares her feelings - pride in her son's accomplishment, fears for his future, scorn for those who told her to give up on him.

Health and Welfare Canada. Like other children; a guide for parents of the mentally retarded. Ottawa: Health and Welfare, 1975. 36 p. 75¢.

Health and Welfare Canada. Des enfants comme les autres. Ottawa: Health and Welfare, 1975. 36 p. 75¢.

Practical advice on home training and community services for retarded children and adults.

Mather, J. Make the most of your baby. Arlington, Tex.: National Association for Retarded Citizens, 1974. 50¢.

Written for new parents, this booklet gives advice on early stimulation for handicapped babies and young children.

National Institute on Mental Retardation. Orientation manual on mental retardation. Rev. ed. Downsview: NIMR, 1977. 118 p. \$4.00.

Written in layman's language, this manual presents an overview of historical attitudes toward the mentally retarded, and explains current philosophies and community services now being developed to help handicapped people and their families.

Ontario Association for the Mentally Retarded. Day by day with the retarded child. Toronto: O.A.M.R. single copies free (\$2.50 per 10 copies).

Ontario Association for the Mentally Retarded. Jour par jour. Toronto, O.A.M.R.

Presents a brief explanation of mental retardation and offers practical suggestions for handling a retarded child at home.

Perske, R. New directions for parents of persons who are retarded. Nashville: Abingdon Press, 1973. 64 p. \$2.50.

Charmingly illustrated with drawings by Martha Perske, this book deals realistically with the feelings of

parents faced with the diagnosis of mental retardation. Contains sympathetic and helpful suggestions for constructive action.

Pitt, D. Your Down's Syndrome child. Arlington, Tex.: National Association for Retarded Citizens, 1974. 32 p. 50¢.

Recommended for all parents of children with Down's Syndrome (mongolism). Contains a short, lucid explanation of the chromosome abnormality, is well illustrated with photographs of babies, children and adults, and offers suggestions for home management at all stages of development.

Sortini, A.J. Language development for the mentally retarded child. Downsview: NIMR, 1966. 6 p. 35¢.

Written by a speech therapist for parents looking for techniques to improve their child's speech and language.

Part II: Helping Parents to Help Themselves

McDonald, Eugene T. Understanding those feelings. Pittsburg, Pa.: Stanwix House, 1962. 196 p.

This book is the result of several hundred parent interviews and group sessions. The author concludes that when parents have worked through their feelings, they can develop an action program to help their handicapped child.

Spock, Benjamin and Marion O. Lerrigo. Caring for your disabled child. Toronto: Collier-Macmillan, 1965. 373 p.

Parents who have found Dr. Spock's advice helpful in handling their other children will want to consult this book. Although it is concerned more with physical than mental handicaps, the sections on "living with disability", "Understanding your own problems", "Enjoying life", and "Tools and techniques of daily living" are applicable to all parents of 'special' children.

Wentworth, Elise H. Listen to your heart: a message to parents of handicapped children. Boston: Houghton, Mifflin, 1974. 262 p.

Well-written and easy to read book by a parent of a handicapped child who is also a professional family counsellor. Selected chapters directed to the father, mother, siblings, etc. are particularly good.

Part III: Helping Parents to Help Their Children
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Blumenfeld, Jane and others. Help them grow: a pictorial handbook for parents of handicapped children. Nashville: Abington Press, 1971. 64 p. (Canada: G.R. Welch).

"Independence is the goal" is the theme of this well-illustrated handbook, which discusses self-help, social and communication skills as well as ways of helping a child's sensory and motor development. Unfortunately, the extensive booklist is somewhat out of date.

Buckler, Beatrice. Living with a mentally retarded child; a primer for parents. New York: Hawthorn Books, Inc., 1971. 242 p.

Helpful discussion of the practical aspects of home training according to the individual child's abilities and limitations.

Clarke, A.D.B. and Ann Clarke. Practical help for parents of retarded children: some questions and answers. Hull, Eng.: Society for Mentally Handicapped Children, 1969. 42 p.

Slightly edited transcript of answers from two eminent British authorities on mental retardation to questions posed by parents. Two categories of questions: children 0-5 years and 5-15.

Egg, Maria. When a child is different; a basic guide for parents and friends of the mentally retarded. New York: John Day Co., 1964. 155 p. (Canada: Fitzhenry & Whiteside).

The author of this sensitive and practical book was a pioneer in community day schools for severely handicapped children.

Hart, Verna. Beginning with the handicapped. Springfield, Ill.: C.C. Thomas, 1974. 128 p.

How to help physically and mentally handicapped young children learn self-help skills.

Horrobin, J. Margaret (ed.). To give an edge; a guide for new parents of Down's Syndrome children. Minneapolis: Colwell Press, 1974. 96 p.

Thoughtful guide written by experienced parents for parents.

Linde, Thomas F. Training retarded babies and preschoolers. Springfield, Ill.: C.C. Thomas, 1973. 183 p.

Sympathetic and practical guide to behaviour modification and other techniques for stimulating and teaching young handicapped children at home.

Part IV: For Parents of Older Retarded People

Ayrault, Evelyn West. Helping the handicapped teenager mature. New York: Association Press, 1971. 224 p.

A detailed guide to improving the life of the seriously handicapped boy or girl, from twelve years to young adulthood.

Katz, Elias. The retarded adult at home: a guide for parents. Seattle: Special Child Publications, 1970. 185 p.

Answers to parents' questions about their adult retarded son or daughter.

Kempton, Winifred and others. Love, sex and birth control for the mentally retarded; a guide for parents. Rev. ed. Philadelphia: Planned Parenthood Association, 1972. 39 p. \$1.00 (from NIMR).

Designed for parents who want to help their handicapped son or daughter "develop into an adult able to respond to love and affection when and where appropriate."

Part V: Home Instructional Guides

Baker, Bruce and others. Steps to independence: skill training series for children with special needs. Champaign, Ill.: Research Press, 1976. (3 handbooks and an instructional manual).

Attractive, non-technical presentation of behaviour modification and task analysis techniques, for parents.

Bender, Michael and R.J. Valletutti. Teaching the moderately and severely handicapped, vol. II: communication, socialization, safety and leisure time skills. Baltimore: University Park Press, 1976. 420 p.

Although this curriculum outline is written for teachers and therapists, it is also a valuable source for parents of moderately and severely handicapped children and adolescents; this volume deals with skills that can be reinforced at home.

Berendsen, W.C. and others. Life experience training; education for living curriculum. Toronto: Ontario Association for the Mentally Retarded, 1974. \$5.00 (from NIMR).

In addition to the basic skills of undressing, dressing and grooming, this handbook suggests methods of teaching older retarded people how to care for their own clothes, prepare food, handle money and use community resources, and thus prepare themselves for a fuller adult life.

Johnson, Vicki M. and Robert Werner. A step-by-step learning guide for retarded infants and children. Syracuse: Syracuse University Press, 1975. 195 p.

Basic teaching manual originally designed for early childhood educators; the clear explanations and numerous illustrations will be helpful to parents.

Mather, June. Learning can be child's play. Nashville: Abingdon Press, 1976. 62 p. (Canada: G.R. Welch).

This unusually well-written and attractive book is designed to tell parents how to help their slower-than-average preschool children learn and develop through play experiences.

Jeffree, Dorothy and Roy McConkey. Let me play. London: Souvenir Press, 1976. 17½ p.

This handbook was produced and tested at the Parental Involvement Project, Hester Adrian Research Centre, Manchester. In a delightfully simple manner it presents a comprehensive collection of developmental play activities designed to help gross motor, fine motor, cognitive, social and communicative skills in handicapped young children.

Jeffree, Dorothy and Roy McConkey. Let me speak. London: Souvenir Press, 1976. 176 p.

Also from the Hester Adrian Centre, this book offers parents a complete teaching program through activities and games which can be played in the home and with the whole family for language development.

Pearson, L.R. Homemade innovative play equipment.
Reston, Va., Council for Exceptional Children, 1973.
86 p.

Easy to follow, well illustrated instructions for making indoor or outdoor equipment for physical activities. Suggestions for use of equipment by children playing alone or in groups.

Rogovin, Anne. Learning by doing: an illustrated handbook for parents and teachers of children who learn slowly. Johnstown, Pa.: Mafex Associates, 1971. \$3.25 (from NIMR).

A handbook of classroom or home activities for school-age retarded children and teenagers.

Part VI: Personal Accounts

Canning, Clair D. The gift of Martha. Boston: Children's Hospital Medical Centre, 1975. 29 p.

A special feature of this parent's account of her daughter with Down's Syndrome is the description of Martha's interaction with older brothers and sisters.

Clarke, Bill. Enough room for joy: Jean Vanier's L'Arche - a message for our time. Toronto: McClelland and Stewart, 1974. 143 p.

The movement of L'Arche has had a profound effect on public attitudes toward retarded people; the author traces the story of the movement and describes his own experiences as a 'helper' in one of Vanier's houses in France.

de Vries-Kruyt, T. Small ship - great sea. London: Collins, 1971. 95 p.

A father tells the story of his son with Down's Syndrome; a sensitive character study, well illustrated with photographs.

Hunt, Nigel. The world of Nigel Hunt. Foreword by L.S. Penrose. New York: Garrett Publications, 1967.

Hunt, Nigel. L'univers de Nigel Hunt. Paris: UNAPEI Diffusion, 1974.

This remarkable book is the unedited diary of a young man with Down's Syndrome, providing an insight into his character and attitude toward life.

Murray, Dorothy Gerst. This is Stevie's story. Rev. and enlarged ed. Nashville: Abingdon Press, 1967. 192 p.

The first edition of this mother's book included an account of the early days of parent's associations in the United States. New chapters tell about her retarded son's adult life.

Roberts, Nancy. David. Richmond, Va.: John Knox Press, 1968. 72 p. (in Canada: United Publishers Representatives).

Beautiful photographs of David, a child with Down's Syndrome help to make this book by his mother one of the best accounts of life with a mentally retarded child.

Saskatoon Association for the Mentally Retarded. My child is special. Produced by SAMR Parent-to-Parent Program, 1977. 24 p.

This booklet contains brief personal accounts of parents who have a mentally handicapped child at home, their feelings and how they learned to cope. It is used by SAMR to publicize the Parent-to-Parent Program in doctors and dentists offices, hospitals, clinics and other community service agencies in the Saskatoon area.

Schaeffer, Nicola. Does she know she's there? Toronto: Fitzhenry & Whiteside, 1978. \$9.95.

Nicola Schaeffer and her husband Ted decided to keep their multiply handicapped baby at home, and to take life one day at a time. The story of their family's life with Catherine is a warm and personal memoir told with wit and humour.

Part VII: For Brothers and Sisters

(Note: the following books are suitable for preschoolers and elementary students: teenagers would be particularly interested in the items in the preceding section.)

A) Picture Books: For young children

Brightman, Alan. Like me. Toronto: Little, Brown and Company, 1976.

Doorly, Ruth K. Our Jimmy. Westwood, Mass.: Service Associates, 1967.

Fassler, Joan. Our little girl. New York: Behavioral Publications Inc., 1969.

Larsen, Hanne. Don't forget Tom. London, Adam & Charles Black, 1974.

B) Juvenile Fiction: For elementary pupils (all good stories - many of them about children with a handicapped brother or sister).

Byars, Betsy. The summer of the swans. New York: Viking Press, 1970.

Duncan, Jane. Camersons at the castle. London: Macmillan, 1965.

Little, Jean. Take wing. Toronto: Little, Brown and Company, 1968.

Magee, Catherine F. One of the family. New York: David McKay, 1964.

Reynolds, Pamela. A different kind of sister. New York: Lethrop, Lee and Shepard, 1968.

Friss-Baastad, Babbis. Don't take Teddy. New York: Scribner, 1967.

Part VIII: Journals

DEFICIENCE MENTALE/MENTAL RETARDATION. Subscriptions \$5.00 per year from CAMR. Special rates for members are available from local associations.

THE EXCEPTIONAL PARENT-PRACTICAL GUIDANCE FOR PARENTS OF CHILDREN WITH DISABILITIES. 264 Beacon St., Boston, Mass., 02116.

MENTAL RETARDATION. American Association on Mental Deficiency, 5201 Connecticut Ave., N.W., Washington, D.C., 20015.

Annual Publications List (books and pamphlets distributed by the National Institute on Mental Retardation) and Film Library Catalogue available upon request.

The NIMR Reference Library is glad to co-operate in inter-library loans with Public, University and College Libraries.

SUGGESTED FILMS AND VIDEOTAPES
FOR
PILOT PARENT TRAINING SESSIONS

FILMS

STRESS - PARENTS WITH A HANDICAPPED CHILD.

30 min. 16mm. Black & White. Sound. 1966 (V-32)*

A British documentary which examines the effect on five different families of having severely retarded, multiply handicapped, cerebral palsied or autistic children.

DANNY AND NICKY. 56 min. 16mm. Colour. Sound.
1969 (V-39)*

The 1969 National Film Board production on mental retardation, comparing the lives of two boys with Down's Syndrome; one living at home, the other in a large institution.

I'M READY, MOM, ARE YOU? 9 min. 16mm. Colour.
Sound. 1970. (V-45)*

A humorous film which emphasizes the importance of correct parental attitudes in toilet-training a retarded child.

DIAPERS AWAY! Part I Filmstrip and cassette.
10 min. 1968. (V-48)*

Suggestions on toilet-training for retarded children at home.

GROWING UP AT THE TABLE. Part I Filmstrip and
cassette. 10 min. 1968. (V-49)*

Suggestions on teaching feeding skills to the retarded child at home.

CONCRETE STEPS. 27 min. 16mm. Colour. Sound.
1971 (V-67)*

Shows the importance of language stimulus in the education of mentally handicapped children, and how parents can help their children. Three aspects are shown: the control and exercise of muscles used in breathing and feeding, environmental stimulus, and the growth of language. Useful for teachers of the mentally handicapped as well as parents.

JAMES AND JOHN. 23 min. 16mm. Colour. Sound.
1973 (V-70)

A typical day in the lives of twin boys with Down's Syndrome, which documents how the members of the resourceful family incorporate care and attention for their needs at home without focusing undue attention on their handicap. The film also shows progress at their day-training programme.

NORMALIZATION. 20 min. 16mm. Colour. Sound.
1973 (V-75)

This film shows a demonstration early education centre at the John F. Kennedy Center, George Peabody College, Nashville, Tennessee. The program emphasizes language development, parent participation and the integration of young developmentally-delayed children with "normal" toddlers of the same age (12 to 36 months). Particularly interesting to parents and early childhood specialists.

READIN' AND WRITIN' AIN'T EVERYTHING. 25 min.
16mm. Colour. Sound. 1975 (V-79)

Introduces retarded children and adults with varying degrees of handicaps; through interviews with them and their families the film demonstrates the need for community services, which will help a normalized living situation for retarded members of society.

KAREN. 10 min. 16mm. Black & White. Sound. (V-80)

The case history of a premature, totally blind child from 12 to 22 months. The gradual and complete recovery from the effects of one year of sensory and maternal deprivation is illustrated. The emphasis is on parent-centred intervention to promote the child's emotional and intellectual growth.

FIRST STEPS. 24 min. 16mm. Colour. Sound. 1976 (V-83)

The importance of early stimulation and child development is stressed. The film shows that with early identification and training, followed by early childhood programmes, young children who are developmentally delayed can learn sufficient skills to participate in normal nursery school activities. Produced by the National Film Board in cooperation with the Montreal Association for the Mentally Retarded.

VIDEOTAPES

Pilot Parents: Fran Porter. (GS7). A presentation on the Pilot Parent Program of Omaha, Nebraska, by Fran Porter, a mother of a retarded child and the founder of the volunteer program which offers support and information to new parents through volunteers who have retarded children of their own. (20 min.)

Kindergarten: (GD5). A look at the effects on a kindergarten class when it accepts a child with Down's Syndrome. Explores the effects on a handicapped child, the other children, the teachers and parents. Features discussion on integration of handicapped children into regular classroom. Participants are the teachers, the principal and the child's mother. 0:20:00 B&W EIAJ type one ½ inch. Produced by NIMR/Communications Resources Division.

34.

Toward Independent Feeding: (GD9). An instructional videotape on independent feeding training for the young child with Down's Syndrome. Accompanied by detailed reference manual which gives many specific step by step procedures through text and photographs. One of a series of excellent materials produced by the New England Developmental Disabilities Communications Centre. Especially valuable to parents. 0:20:00 B&W EIAJ type on $\frac{1}{2}$ inch video. Produced by New England Developmental Disabilities Communications Center.

Cry Sorrow, Cry Hope: (GD13). A dramatization of the turmoil experienced by one family on discovering that their child is handicapped. The empathy of a friend who had gone through similar struggles helps the parents to overcome the conflict.

Recommended as an introduction to the value of Pilot Parents programs or to help the general public appreciate the difficulties as viewed from the inside out. (60 min.) (Available for rental from the NIMR Film Library. \$5.00 (plus shipping cost) for AMRs.)

NEW RATES FOR FILM AND VIDEOTAPE RENTALS
(as of January 1, 1976)

Films: \$10.00

Videotapes: \$10.00

(Associations for the Mentally Retarded, Elementary and Secondary Schools, 50% less)

Plus a \$3.00 service and handling charge per shipment for items sent by mail; first class delivery is available for 50% above regular charge.

MAXIMUM NUMBER OF ITEMS PER SHIPMENT - 3 (Three).

Reaching Out with Basic Information

Following are three "samples" of how to reach prospective parent volunteers, professional groups and the community in general with basic information about PILOT PARENTS:

1. "PILOT PARENTS DEFINED." This is a handy short explanation of the Pilot Parent's role with some helpful guidelines. It was developed by the GOARC PILOT PARENTS PROGRAM. It could serve as a useful point of discussion at an early recruitment or training session. Page 37.

2. "PARENT-TO-PARENT." This is a concise description of the program of the Lethbridge Association for the Mentally Retarded. It is a supplement to the program's brochure and is designed to reach new parents as well as professional groups with information about the program. This description could be helpful to any group intending to prepare something similar or points could be pulled out of this description to prepare a brochure on your program. Page 41.

3. "Your child is mentally retarded. What do you do when you find out?" This story which appeared in a Guelph newspaper is an excellent example of community education about PILOT PARENTS. It very simply states the purpose and value of the program in the words of a parent volunteer. It provides a simple but illustrative example of how the program functions. It tells of the benefit to the child and the emotional support to new parents. It offers a hopeful rather than negative note to new parents of handicapped children. Importantly, the name of contact persons and their phone numbers are also included. To great effect also, this story was accompanied by a picture of Mrs. Tessaro's child at play. Page 45.

1. A Pilot Parent is one veteran parent "being with" and "talking with" a new parent of a retarded child. Talking together, showing concern, comparing notes, trading information, sharing with each other the things they are doing is the way that they help new parents.
2. A Pilot Parent contact is not formal counselling, a clinical visiting, nor formal casework.
3. A Pilot Parent visits with and advises another parent as only another parent can do it.
4. A Pilot Parent visit should be no great big deal. It should be low key, casual and friendly.
5. A Pilot Parent never pushes himself on another. He and/or she merely make themselves available.
6. A Pilot Parent faces the fact that he or she may not be helpful. Some new parents are not ready for help. No one can make them ready.
7. A Pilot Parent develops a skill of waiting and being available. When the new parent is ready, the Pilot Parent is ready to appear.
8. A Pilot Parent never lets himself become obnoxious. He or she becomes sensitive and understanding of how much a new parent can take.
9. A Pilot Parent is regular in his or her contacts. Not too many. Not too few.
10. A Pilot Parent uses the right media at the right time (i.e. brief visit, longer visit, brief phone call, longer phone call, according to the needs and accessibility of the new parent).
11. A Pilot Parent does not overload the new parent with reading material. He or she finds the right piece at the right time.

PILOT PARENTS DEFINED (Continued)

12. BASICALLY, A PILOT PARENT IS ONE WHO MERELY POINTS THE WAYS THAT A NEW PARENT OF A MENTALLY RETARDED CHILD CAN GO UNTIL THE PARENT IS ON HIS WAY. (Like the harbor pilot who helps the captain to guide his ship out of the harbor. He points out all danger spots in the harbor. When the ship moves into the open sea on course, the pilot leaves the ship.)

GUIDELINES FOR PILOT PARENTS:

1. Listen to the new parents first, find out what their fears and questions are. Talk over the problems of retardation, relating your experiences with your own child.

Point out that mental retardation is a handicapping condition resulting from many different causes, which has as its most common characteristic a slowness in learning. Retarded children have all the same physical and emotional needs of normal children, but have the additional need of special help to overcome the difficulty in learning. Often, minor physical handicaps, which add to the learning disability, may respond to treatment, resulting in an increase in functional level. For this reason, there is a real need for obtaining a detailed medical evaluation.

2. We still have much to learn about the mentally retarded. But don't build false hopes about ultimate achievements. Just say, we don't know all the answers, that is why we parents are all working with professionals to try to find as many of the answers as we can.

The degree of retardation--impossible to determine at birth--will to a large extent, determine the child's future level of growth and development. The general purpose of carefully planning for the future of a retarded child through the varied services available is not to reach any one goal, but to help the individual attain his full capacities and potential, whatever they may be.

3. Tell about the variety of community services. Not recommended for first visit.

4. Offer to discuss retardation with other members of the family as well.

Specifically, grandparents are often most upset and concerned by the birth of a retarded child. You may be able to ease the situation by helping them to understand the problem, too.

Guidelines for Pilot Parents (Continued)

5. Invite parents to visit your home and meet your child and family...if appropriate.

(excerpted from literature of the PILOT PARENTS PROGRAM of the Greater Omaha Association for Retarded Citizens, Omaha, Nebraska.)

"PARENT-TO-PARENT"

"PARENT-TO-PARENT" is a family support service of the Lethbridge Association for the Mentally Retarded. As the title of our group suggests, we are parents making ourselves available to other parents. What makes us unique is the fact that we are parents of mentally handicapped people, we have come to realize that often the people who relate best are those who have travelled the same road, those who have been in the same or similar situation.

"PARENT-TO-PARENT" is a group of parents who feel they are well adjusted enough so as to be of help to new parents of mentally handicapped children and those who are at a stage where they need some emotional support. We also serve the brothers and sisters of the mentally handicapped. They too can benefit from others their own age.

"PARENT-TO-PARENT" is available at all times to all people, all ages. Our brochure titled "PARENT-TO-PARENT" has been distributed throughout Lethbridge and region. The phone numbers of the contact people are on the brochure and these people are willing to be of assistance, whether you require information, a meeting, or just a good talk with another interested person.

The purposes of "PARENT-TO-PARENT" are many. Our main goal is to identify parents of mentally handicapped children and have them express their concerns and fears to other parents of mentally handicapped. This can only occur when the new parents are willing. Often the shock of having a handicapped child can make it difficult for parents to express themselves. We have found the time comes when you must relate to another parent, even though it may take a while.

Our program has found it beneficial to have, on request, a private meeting in one or the other parents' homes. Husband and wife, and often the children, get together. A very informal gathering results and often much of the fear

and mystery is dispelled. From this point, new parents often seek more services for their child, discovering many useful programs, educational and otherwise, in and around their own community.

The LAMR "PARENT-TO-PARENT" program has had a good many "match-ups" to date, and we are planning a social to get all these couples together to meet and talk with one another.

The LAMR serves Lethbridge and region. This posed some problems for our program initially, but we have found workable solution. In each regional area, "PARENT-TO-PARENT" has a contact parent. This person's name is added to the list of names on our brochure in his/her respective town or region. This makes it much easier for a new parent wishing to contact our group, but living a long distance from Lethbridge. Our brochures are in clinics, churches, schools, libraries and other community facilities.

Our "PARENT-TO-PARENT" group meets every other month. We have an active membership of parents of varied ages, with children and young adults also of a varied age group. Our plans include having interesting and educational films and reading materials available at our meetings for parents. We are always willing to have interested persons attend our meetings.

The "PARENT-TO-PARENT" program is not unique. Parents have always communicated beautifully with other parents with similar interests and ideas. What is unique is the new structured form of arranging, carrying out, and following up on these get togethers. We have identified ourselves to doctors and other professionals. We are here to assist. There is no reason why parents of a mentally handicapped child should feel alone and distraught, seeking helpful answers and receiving misleading, and sometimes damaging, advice. In Lethbridge, "PARENT-TO-PARENT" has been most fortunate in having various forms of the media readily available to them. We have explained our program on two of our local talk shows, and the newspapers are willing to write articles to

educate the public of our work. The parents on our committee have undergone a period of training and are fairly well versed in different aspects in the field of mental retardation.

If you have a party of interested people, committees, or medical and other professionals, who would benefit from more facts of our program, our parents are willing to come to speak to your respective group.

Your child is mentally retarded
What do you do when you find out?

by

Nancy Middaugh

You've just been told your child is mentally retarded.

The whole family is shocked and disbelieving. "It couldn't happen to us." The neighbors are curious, but trying to be sympathetic.

Most of us can only try to appreciate what the parents must be going through--but unless you've lived through it, there is really no way of knowing.

In Guelph, however, there is a group that knows exactly what those parents are going through. It's called "Pilot Parents" and its members know about the emotional turmoil because they've been there.

Pilot Parents was started last spring by a group of six or seven couples who were all trying to cope with retarded children.

One of the founding parents of the organization, Mrs. Bonnie Tessaro, explained the situation this way.

"It's difficult to cope in those first few months. You tend to feel awfully sorry for yourself, and everyone else feels sorry for you too."

"You wonder a lot about your future and your child's future. A lot of questions go through your mind, but you're not sure where to look for the answers."

Mrs. Tessaro and her husband Ray learned about their child's retardation at birth. For other couples, the discovery came later in the child's development.

Either way, Pilot Parents is there to help.

The Guelph group has loosely patterned itself after a similar group in Toronto. It tries to operate on a "buddy system"--pairing up couples according to their particular situation.

"There are so many little things you need to know," said Mrs. Tessaro. "You don't always feel like running to your doctor with every little question, and sometimes doctors don't think to tell you about the fine points."

For instance, Mrs. Tessaro had feeding problems with her child. It wasn't until she spoke with other parents that she learned the problem was a common one to that particular form of retardation.

Most of the couples presently in the Pilot Parents group met when their children were enrolled at the Rotary Children's Centre--a nursery operated for retarded and handicapped children by the Guelph and District Association for the Mentally Retarded.

"It gave us a sense of security to know there were other couples coping with the same problems, and that someone was there to show you how to handle your child," said Mrs. Tessaro.

From that encounter, the couples decided to band together in hopes of offering that sense of security to other couples in need.

"We don't pretend to be professionals with all the answers," commented Mrs. Tessaro, "but we can offer friendship and understanding and guide parents to the services available to them."

At present, the group is equipped to handle mostly younger couples with young retarded children. The group meets about once a month and also arranges social gatherings and visits.

Any couples wishing to join the group or just make enquiries can contact Mrs. Tessaro at 821-6386 or Bill and Jette Thomas at 824-5405.

All calls are kept strictly confidential, according to Mrs. Tessaro. "The primary thing we want to offer is friendship, but there is a lot available for the retarded in Guelph, and we want to help couples become aware of it."

(Newspaper Story in Guelph Newspaper, 1975.)